DOCUMENT RESUME

ED 239 415 EA 016 384

TITLE	College Core Curriculum: University and College Opportunities Program Guide.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	83
NOTE	25p.
AVAILABLE FROM	Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.25; California residents add sales tax).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; Academic Aspiration; Academic Standards; Achievement Gains; Achievement Rating; Advanced Placement; College Bound Students; *College Preparation; *Core Curriculum; *Minority Groups; Required Courses; *School Effectiveness; Secondary Education
IDENTIFIERS	*College Core Curriculum; Los Angeles Unified School District CA; *Phineas Banning Senior High School CA

ABSTRACT

This booklet describes the College Core Curriculum (CCC) program recently initiated at Phineas Banning Senior High School in Los Angeles, which is designed to encourage more students to become positive, effective learners and to better prepare them for postsecondary education. Following an outline of CCC's goals and a breakdown of its programs from the first through the fourth year, the author discusses methods of student selection (self-referral, teacher and counselor recommendation) and the importance of counseling and such support services as study skills units, study groups, and university support for the program's success. The booklet then summarizes implementation steps and the requirements for establishing an academic booster's club. The subsequent section on determining how to measure CCC success emphasizes following up on graduates and keeping track of the high school performance of students who have gone on to college, the relative success of the school's academic program, students' expectations, and the general school environment. The booklet concludes with a section on the positive impact of CCC at Banning High School, which includes productive cooperation both with junior high schools that feed into Banning and with colleges and universities in the surrounding area. (JBM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA

ED239415

COLLEGE CORE CURRICULUM

University and College Opportunities Program Guide

EA 016 381

CALIFORNIA STATE DEPARTMENT OF EDUCATION • Bill Honig–Superintendent of Public Instruction • Sacramento, 1983

Publishing Information

The *College Core Curriculum* was prepared under the direction of the University and College Opportunities Program unit, California State Department of Education. (See the Acknowledgments for the names of those who contributed to the development of the publication.) The document was edited by Juanita Jorgenson and prepared for photo-offset production by the staff of the Department's Bureau of Publications. The artwork, including the cover design, was created by Cheryl Shawver McDonald. The document was published by the Department of Education, 721 Capitol Mall, Sacramento, CA 95814; printed by the Office of State Printing; and distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

1983

Copies of this publication are available for $2.25 each, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

A list of publications available from the Department may be obtained by writing to the same address or by telephoning 916-445-1260.

Contents

Preface iv
Acknowledgments vi
College Core Curriculum Background 1
College Core Curriculum Goals 2
  High Expectations 2
  Rigorous Academic Preparation 2
  Regular Counseling and Parent Support 2
Curriculum Component 2
  The Program's First Year 3
  The Program's Second Year 3
  The Program's Third Year 4
  The Program's Fourth Year 4
Student Selection Component 4
  Self-Referral 5
  Teachers' Recommendations 5
  Identification by Counselors 5
CCC Counseling Component 6
Support Services Component 8
  Study Skills Unit 8
  Study Groups 8
  Tutoring 8
  University Support 8
Implementation Steps 10
Academic Boosters Club 11
  Requirements for Success 12
  Implementation 12
  Ingredients for Long-Term Success 12
Determining How to Measure CCC Success 13
  Follow-up with Graduates 14
  High School Performance of College Students 14
  Current Profile of the School's Academic Program 14
  Student Expectations 14
  General School Environment 14
Impact of CCC at Banning High School 15
  Impact on Students 15
  Articulation Between Banning High School and Feeder Schools 17
  Articulation Between Banning High School and University Resources 17
  Cooperation Among Banning Faculty 17
  Parent Support and Involvement: The Academic Boosters Club 18
  School Environment: A Sense of Pride at Banning 18

PREFACE

Every school has students who are able and ambitious. Their thirst for new knowledge is matched by a desire to improve known skills. Some excel in many subjects; some, in just one or two. They are not identifiable by intelligence test scores alone, because many are not 'gifted.' Instead, these bright young folk have demonstrated mental (and often physical) agility, the self-discipline evidenced by sustained interest until a skill is learned, pride in completing a task with high-quality workmanship, and the thirst for more knowledge or skill to build on that just learned.

Mentors Program, Inglewood Unified School District

Perhaps this statement about successful students should be placed in every classroom and in every principal's office to remind us of the central purpose of education and schooling. Unfortunately, we are all too frequently reminded that schools also have students who are much less successful, despite their having similar backgrounds and similar (earlier) potential for being successful in school.

In this booklet is described a relatively new program that has been initiated at Phineas Banning Senior High School in the Los Angeles Unified School District. The College Core Curriculum (CCC), as this program is called, is intended to create an environment in which a diverse group of students, both high achievers and others, can become "able and ambitious."

The staff at Banning High School was concerned with the fact that even the "able and ambitious" students who were successful at Banning have all too often been unsuccessful when confronted with a more impersonal, much larger, and less sensitive university environment. Thus, the College Core Curriculum is designed to encourage more students to become positive, effective learners and to prepare these students to make a successful transition to a post-secondary education program.

The College Core Curriculum, which has also been adopted at Los Angeles High School, may not be appropriate in every community. However, the problems that prompted the Banning High School staff to implement the CCC are common at high schools in similar urban settings. Those problems include the following:

- A growing number of students with different ethnic, cultural, and linguistic backgrounds
- Declining academic standards

- Fewer students either prepared to or willing to enroll in and work hard to complete academic classes essential to success in a university program
- Increasing number of disciplinary problems
- Little or no active parental support for the academic program
- Difficulties in retaining teachers qualified to teach advanced science and mathematics classes

The University and College Opportunities (UCO) Program is pleased to publicize the College Core Curriculum Program. One important purpose of UCO is to help California secondary school personnel recognize that minority students (especially black, Mexican-American, and American Indian) are not succeeding in California's four-year public universities. UCO staff members can assist high school personnel in developing comprehensive programs that will prepare minority students to succeed in college. The UCO Program is directed toward high-achieving students from minority groups because they are not succeeding in university programs and toward under-achieving students because many of those students have the potential to succeed if they are given the encouragement and support services needed to help them become motivated, effective learners.

The UCO Program was organized in 1978 in response to the California Legislature's concern that certain groups of students were underrepresented in California's colleges and universities and that university affirmative action outreach programs could not correct the problem without building effective relationships with the public schools. Since that time recognition of the special needs of minority students in junior and senior high schools has grown. Those needs are being addressed in the following ways:

- The Mathematics, Engineering, Science Achievement (MESA) Program, originally developed by persons at the School of Engineering on the campus of the University of California, Berkeley, in cooperation with others in the Oakland and Richmond schools, has expanded to 15 centers which serve more than 100 high schools and 3,000 black, Mexican-American, and American Indian students.
- The California State University and Colleges system has implemented the Student Affirmative Action/Core Program.
- The University of California system has consolidated its Partners and Partnership Programs into one Early Outreach Service.
- The California Community Colleges system has expanded the Educational Opportunity Program/Services effort.
- Several federally funded programs are serving special populations and several successful programs at individual university campuses.

Finally, the UCO staff will be encouraging high school personnel to utilize the UCO Program guidelines specified in AB 968 (Sieroty), signed into law in August, 1982.

Thus, in working with high school administrators, teachers, students, and parents, the UCO staff places emphasis on effective partnerships between high schools and colleges and universities. Because of the comprehensive structure of the CCC, Banning High School is particularly able to use several of these outreach services.

The UCO Program will continue to identify and publicize effective programs. Public schools need to share their successful programs with each other. We solicit your ideas and offer our services to let others know about your successes.

JAMES R. SMITH
Deputy Superintendent, Curriculum and Instructional Leadership

DAVID GORDON
Associate Superintendent, Division of Curriculum and Instruction

ROSE TALLEY-HOLLOWAY
Manager, University and College Opportunities Program

The goal of the college core curriculum is to challenge and motivate students to achieve and maintain academic excellence.

ACKNOWLEDGMENTS

The initial draft of this booklet was prepared by Phyllis Hart, college adviser at Banning High School, and Judy Mayes, college adviser at Los Angeles High School. Both are serving as College Core Curriculum coordinators at their respective schools and, thus, are particularly qualified to describe the CCC implementation process. The production of the publication was coordinated by Frank Wallace, former Consultant, and Elfego Jaramillo, Consultant, University and College Opportunities Program unit, State Department of Education. The performance data of Banning High School graduates were taken from *College Participation Among Graduates of the College Core Curriculum at Phineas Banning High School,* prepared by Griselda Castro, a research assistant on the staff of the California Postsecondary Education Commission.

College Core Curriculum Background

Banning High School is located in Wilmington, a low socio-economic community in the Los Angeles Harbor area. With an enrollment of 3,200 students, Banning is the fifth largest high school in the Los Angeles Unified School District. The students are mostly racial minorities. Currently, 38 percent are Mexican-American, 35 percent are black, 14 percent are Asian (Filipino/Samoan), and 1 percent are American Indian. Approximately 60 percent of the students reside in the community of Carson.

In the mid 1970s the counseling staff at Banning surveyed Banning graduates to assess the success of those graduates in postsecondary education programs. Although 52 percent reported having attended a postsecondary institution, fewer than 5 percent had enrolled on one of the campuses of the University of California. Most of the respondents had entered a community college or an institution of the California State University and Colleges system. With regard to their college experiences, the 20 to 30 graduates who had completed honors and advanced placement classes indicated that they had had a successful academic experience. However, the majority reported that they had not developed in high school the academic skills necessary to survive in college. These students reported that their lack of preparation resulted in their having to play "catch-up" (taking remedial classes). Many dropped out of college; some changed their majors from mathematics or science to the humanities. Several who had been successful at Banning were placed on academic probation and were not prepared to cope with that negative experience.

As a result of that survey, Banning's college adviser, a counselor, and an advanced placement teacher, with the support of the principal, developed and implemented the College Core Curriculum in 1976. The program has developed slowly, with one additional grade being included each year during the three-year phase-in process. Nearly 250 tenth grade students elected to participate in the program the first year, and the program now includes from 220 to 250 students per grade.

The College Core Curriculum has begun to have a positive impact at Banning High. It is designed to help students establish college preparation goals for themselves and then to assist them in every way possible to achieve those goals. It has also had a positive influence on teachers' expectations of the students.

With its clearly defined philosophy and straightforward goals, the program has effectively captured the attention of parents, nearby university administrators, and area business personnel, who are all providing important supportive services.

Perhaps the most significant measure of the success of the program is the fact that the College Core Curriculum was adopted for use at another school. In 1980 Los Angeles High School, which has

a predominantly minority student population, began implementing the program, using the same basic principles and phase-in processes as were used at Banning High School.

This booklet was prepared to provide a general description of the College Core Curriculum program and to encourage other high schools to implement a similar program for their students with potential for success in college.

College Core Curriculum Goals

The goal of the College Core Curriculum is to challenge and motivate students to achieve and maintain academic excellence, thereby facilitating the success that students have in college. This is accomplished through the following means:

High Expectations

Students and staff are expected to meet high standards. For CCC students, it means convincing them that, if they are willing to put forth the effort, they can be "college bound." For staff, it means adopting a belief that the students are academically capable and that many possess unrealized potential to be successful college students.

Rigorous Academic Preparation

The academic curriculum offers substantive, integrated material in which each of the disciplines subscribes to promoting excellence through upgrading and standardizing course content. The CCC promotes skill development through excellence in reading, writing, computation, critical thinking, and literary analysis.

Regular Counseling and Parental Support

A counseling and parental network is established. CCC includes a strong counseling component, with uniformity in information provided, services performed, and expectations of students. The strong parent group offers reinforcement of the concepts of excellence, achievement, moral support, and sustained encouragement.

Teachers have higher expectations of students in CCC classes.

Curriculum Component

CCC is a school within a school in which staff members are selected on the basis of their desire to work with college-bound students and their willingness to help motivate students who show potential but who may lack the academic skills necessary for success in college. The CCC high school program uses the University of California's requirements for admission as a

basis for organizing each student's program. The CCC program begins at the tenth grade level (ninth grade if the school is a four-year high school) and involves classes in English, mathematics, science, social studies, and foreign language. Most traditional honors or academically enriched classes are eliminated and are replaced by classes labeled CCC.

Teachers have higher expectations of students in CCC classes and, thus, alter the focus or emphasis in those classes. For example, teachers in a regular English class expected little of the students in that class and often taught to the least-motivated student. Steve Shiedler, who teaches literature and English composition in both CCC and regular English classes at Banning High School, commented:

> *In my regular classes the students are reading adolescent novels written for teenagers and which often have teenage heroes. I am teaching them to write complete sentences. In CCC the students are reading* Gulliver's Travels *and the works of Jane Austen and William Shakespeare, the type of literature they would encounter in college, and they are writing essays. I am trying to refine their writing styles. I can give these students more work because they have the desire to succeed.*

I can give these students more work because they have the desire to succeed.

The Program's First Year

The CCC Program can be phased in one year at a time. The first year is needed to identify the potential pool of CCC students in the ninth grade (eighth grade, for a four-year high school). The CCC staff will need time to establish uniform curriculum standards and coherent program policies. In some schools teachers may want to reevaluate the curriculum. Ideally, the reevaluation will include suggestions from college faculty members who have taught Banning graduates and, thus, are familiar with these students' weaknesses.

The Program's Second Year

In the second year of the program, the tenth grade students begin taking CCC classes. A tenth grade program may look like this:

English 10	CCC
Algebra I	CCC
French I	CCC
Biology	CCC
Health	
Physical Education	

The total enrollment at Banning High School, grades ten through twelve, is 3,200. The class schedule described here is based on having 225 to 250 CCC students in each grade or a total of 650 to 700 CCC participants when all three grades are included in the program.

The following is an example of how the tenth grade curriculum at Banning was changed:

Subjects	Old system of traditional tracking	New system—CCC
English	1 honors class	8 CCC classes
Biology	1 honors class	8 CCC classes
Spanish	2 classes	5 classes
French	1 class	3 classes
Algebra	2 classes	6 classes
Geometry	1 class	2 classes

Emphasis is placed on the students' commitment to study and their desire to learn.

The Program's Third Year

In the third year of the program, students in grade eleven continue taking CCC classes, and a new group starts the program in the tenth grade. If the high school has an Advanced Placement Program, the CCC concept can be organized around one or more advanced placement classes.

The eleventh grade program may be as follows:

English II	CCC
Geometry	CCC
Advanced Algebra	CCC
French II	CCC
Chemistry	CCC
Advanced Placement American History	
Physical Education	

The Program's Fourth Year

In the fourth year, students continue taking CCC classes in the twelfth grade. At this point it is possible for a three-year high school the size of Banning to have approximately 600 to 700 students in the CCC Program.

The twelfth grade program may be as follows:

Advanced Placement English	
Advanced Algebra II (or Trigonometry/Math Analysis)	CCC
	CCC
French III	CCC
Physics or Physiology	CCC
Government	

Student Selection Component

The college adviser and CCC counselor visit all feeder junior high schools to discuss postsecondary education opportunities and career goals with the students preparing to enter the high school. The high school CCC Program is explained, with emphasis placed on the students' commitment to study and their desire to learn. All students are encouraged to apply for the CCC Program.

The three methods by which students can be referred to and selected for the CCC Program are as follows:

Self-Referral

Students who are interested in the program may complete an application for the CCC Program. The collection of applications may be handled by English teachers or the junior high school counselors.

Teachers' Recommendations

Mathematics and English teachers are asked to refer high-potential students to the CCC Program. Teachers often recognize talent in students who might not identify themselves for the program.

Identification by Counselors

Junior high school counselors see students from yet another perspective and often know them quite well. Test records can also be helpful in identifying students for the CCC Program. Students with high test scores and low or average grades may be motivated by the CCC Program. Students with average test scores and average or good grades are excellent candidates for CCC. Students with low test scores and low to average grades can be accepted into CCC if support services are available to address students' academic deficiencies.

After potential CCC students are identified at each junior high school, the high school CCC counselor and college adviser visit the junior high school a second time to meet with the potential CCC group. At this meeting students learn details of the CCC Program. They learn that:

- CCC means a rigorous curriculum.
- CCC means a commitment to homework.
- CCC means developing study habits and time management skills.
- CCC means becoming eligible for university programs.

Every student, especially those faced with social pressures from less successful peers, needs sustained encouragement to work hard.

The parents are given a letter in which the CCC Program is described and the parents are asked to commit themselves to supporting the students in the program. The parents affirm their commitment by signing and returning the letter to the school.

CCC Counseling Component

The counseling component is the single most important support service of the College Core Curriculum because it addresses the academic, career, and personal goals of the student. Counselors do the following:

1. Foster a philosophy that encourages students to reach *beyond* what they feel they can accomplish. Every student, especially those faced with social pressures from less successful peers, needs sustained encouragement to work hard. A student from a low- or middle-income family may be the first to want to go to college.

2. Adopt a uniform policy and rules regarding program requirements, such as discipline in CCC classes, homework, and parent-student-teacher conferences. Students are quick to recognize high standards and are likely to be skeptical if some students are allowed to ignore these standards without any negative consequences.

3. Make a commitment to respond to staff or students' requests for assistance. Personal and program adjustments will always be necessary in a CCC Program. The counselors and CCC coordinator must be able to facilitate these changes whenever possible.

4. Keep up-to-date files for each student regarding probable college major and career goals. High school students seldom have a clear sense of direction at ages fifteen, sixteen, or seventeen. With a good recordkeeping system, counselors can help students who have similar goals exchange ideas and impressions and continually reaffirm their goals or seek out other options.

5. Organize special career seminars conducted by business and professional persons to give students first-hand information about specific careers. Students need as much information as possible about careers and the course of study required to enter a specific career field.

6. Check programs to be certain that students are enrolled in classes consistent with their academic and career goals. Students may not be aware that they must complete one class before starting another. For example, to be successful in college calculus and physics, a student needs to complete four years of mathematics in high school. Deciding not to take a second semester of math may be disastrous for a senior who expects to enroll in a university engineering program the following fall.

7. Provide up-to-date information to CCC students regarding college admissions requirements and financial aid opportunities. These informational meetings, which can be conducted by university outreach personnel, should be offered regularly. All students, including those in the ninth and tenth grades, should be included. The meetings can help to reinforce their commitment to college and to familiarize the students with the fact that colleges have many different characteristics, any of which may be very important when selecting a college.

8. Facilitate the college admissions and financial aid process for all seniors by assisting them to:
   - Select colleges for which they are eligible.
   - Understand the scope of financial aid available.
   - Complete all application forms accurately and before deadlines are past.

Students will often ignore application deadlines and then be deeply disappointed when they no longer have a chance to be considered by a college for a preferred academic field. Counselors often must compel students to sit down and fill out a form; otherwise, it will be left undone.

These eight critical functions are performed most effectively when the responsibility for the activities is assigned to a specific core of counselors rather than spread among a school's entire counseling staff. In a large school two or three staff members should be sufficient. In a small school the counselor and one or two teachers may be required to handle these duties.

Finally, counselors and the CCC coordinator will usually be responsible for monthly meetings with CCC teachers to discuss the goals of the program, address specific student problems, and receive feedback regarding the organization and operation of the program. Whenever possible, the principal should participate in these meetings and should always be kept informed about the program's progress and success.

These eight critical functions are performed most effectively when the responsibility for the activities is assigned to a specific core of counselors rather than spread among a school's entire counseling staff.

Support Services Component

All students in the CCC will need support services, particularly those students who need to improve their study skills and to develop appropriate study habits. These support services are important so that students can cope with the higher academic expectations of the CCC. Students also need help in establishing short- and long-range goals. They also need reinforcement, especially if they are faced with only average success in the CCC Program.

Support services that should be available for all CCC students are as follows:

Study Skills Unit

The teacher of each academic class that the first-year College Core Curriculum student takes must emphasize the development of efficient study skills. Proper study skills within each discipline should be made clear by the teacher.

The teacher of each academic class must emphasize the development of efficient study skills.

Study Groups

Students should be encouraged to form study groups. Participation in such groups promotes the development of improved study habits and skills and a spirit of cooperation and "esprit de corps" among CCC students.

Tutoring

Tutoring services constitute an extremely important part of the program. Such services provide individual assistance that many students need when they are enrolled for the first time in challenging courses. For this component to function efficiently, certain procedures should be followed:

a. All tutors should be trained and supervised by a responsible adult.
b. The schedules of tutors and students requesting tutoring should be watched closely by the CCC coordinator.
c. Tutoring hours should be posted and strictly adhered to.

Tutors may be hired through college work-study programs, science and mathematics student groups, or other special school programs. Students may participate as tutors and earn credits for that activity.

University Support

When a high school is located near a two- or four-year college, a relationship can be established that may prove to be beneficial to both institutions. The postsecondary institution can provide (a) faculty consultants to assist with curriculum development and such support services to the high school as psychologists to lead student discussion groups; (b) seminars for the high school faculty to

update their knowledge; (c) tours and seminars for high school students, such as the California State University, Chico, Project Overlay, through which college professors teach college-level courses to high school students on the high school campus; and (d) testing of high school students to diagnose skill deficiencies (for example, the administering of the subject A examination to eleventh graders by the University of California).

When close relationships are formed with a university in the area, students entering that university also will have an initial source of support. Having a university faculty mentor is an extremely valuable resource for most students.

When a high school is "adopted" by a college or university, coordination of resources results in an improved academic program at the high school and a high school student with improved academic skills who also has familiarity with college and university faculty and their expectations. There is no doubt that colleges also benefit from such a relationship. The advantage is reflected in recruitment and retention of students who have participated in such a program. Several existing outreach programs are operated by the University of California, California State University and Colleges, and California Community Colleges. Private universities also have outreach/admissions information services. Some of these are described here:

MESA (Mathematics, Engineering, Science Achievement)—Eligible students with an interest in mathematics, science, engineering, or any related field can benefit from the personal and financial support that the MESA program offers. Summer academic programs and some internships are provided for participants.

Upward Bound—For College Core Curriculum students who meet the income requirements, the Upward Bound program provides an ideal introduction to college along with many academic and cultural experiences that broaden a student's knowledge of the world.

Talent Search—Talent Search is a specially funded program that provides tours of college campuses, assistance in completing college admission and financial forms, and general assistance with the complex task of getting into college.

Partnership/Partners—The Partnership/Partners program is a University of California program in selected high schools and junior high schools. The program is designed to provide for students information regarding UC entrance requirements and tours of the nearby University of California campus. College students serve as interns in the high schools and provide first-hand information about college life.

Honors Programs in Postsecondary Institutions—College Core Curriculum students are eligible to enroll in programs that are

available at nearby community colleges, state colleges, and UC campuses.

Peer Counselors—University students can be assigned to assist students with academic and career goals. Counselors can make effective use of these peer counselors when they are properly trained and supervised.

Implementation Steps

Although most successful programs cost money, College Core Curriculum is a program that can be implemented with minimal cost and maximum energy, enthusiasm, good faith, effort, and commitment. Successful implementation is dependent on having a core group of personnel committed to making the program a success:

- The principal
- A key person within the school who will coordinate the program
- A core group of teachers who are willing to implement the program in their classes

The following steps should be taken to implement the CCC Program the first year:

- By December, the superintendent (if appropriate), principal, and other key high school personnel meet with junior high school principals and head counselors to discuss the CCC philosophy and implementation procedures.
- By no later than the first week in January, a questionnaire should be distributed to high school faculty members to inform them about the CCC Program and to ask for suggestions.
- By no later than mid-January, an orientation meeting is conducted to explain the goals of the program.
- By no later than the first week in Feburary, teachers will file applications to teach CCC courses.
- By no later than the last week of February, counseling personnel will visit feeder junior high schools or elementary schools to inform them of college opportunities, explain the CCC Program, and distribute applications.
- One week later, applications are picked up by the high school counselors and are used to compile a list of potential CCC students from each junior high school or elementary school.
- By no later than the first week in March, counseling personnel visit the feeder schools to meet with the potential CCC students to explain the program in depth and to distribute parent-student commitment letters.
- By mid-March counseling personnel visit the feeder schools to review records and to discuss applicants with junior high

Successful implementation is dependent on having a core group of personnel committed to making the program a success.

school or elementary school counselors. Additions to and deletions from the list are made at this time.

- During April and May, final visits are made to the feeder schools for individual conferences with students to schedule students for CCC classes. Commitment letters are collected at this time and will continue to be collected until September.
- By the first week in May, letters are sent to parents and students inviting them to attend an evening meeting at the high school to learn more about CCC and to meet the faculty.
- Selection of staff members and the initial meeting of the CCC staff are also conducted during the first week in May.
- By no later than the last week in May, a meeting of CCC staff, parents, and students is conducted.

Academic Boosters Club

The Academic Boosters Club (ABC) was established at Banning High School to provide a network of parents, staff, community members, and students to enhance the CCC academic program. The ABC is similar to high school boosters clubs organized to support athletic or music programs. The ABC has six important purposes:

Support: ABC gives interested parents, community groups, and alumni the opportunity to promote cooperatively academic achievement throughout the school.

Inform: ABC helps to establish a dialogue among interested individuals concerning student activities, especially in connection with testing, test taking techniques, and use of test results to improve the curriculum and the academic performance of students. The ABC newsletter helps to keep members informed about academic programs in the school and academic opportunities outside the school.

Fund: ABC members help to raise funds to give worthy and qualified students the financial support they need during their academic careers.

Influence: The ABC provides for members a forum for discussing the needs of students, parents, and community members.

Connect: ABC provides an opportunity for members to form links among parents, teachers, community leaders, administrators, students, and alumni.

Serve: ABC members provide valuable support services to CCC students, such as tutoring, preparing letters of recommendation, supervising field trips and college visits, and organizing special activities.

The ABC is similar to high school boosters clubs organized to support athletic or music programs.

Requirements for Success

For an ABC to be organized successfully, faculty, parents, and community members must share a belief that a support group is needed and can be used effectively. The school principal must be fully committed to the idea, and a core group of supportive adults must be willing to spend the hours needed to organize and carry out ABC activities and services.

Implemenation

The following activities may help in organizing an Academic Boosters Club:

- *Kick-off meeting.* This firs. meeting should be planned with the assistance of parents, community members, staff, and students. The program should highlight the academic programs at the school, with special emphasis on the goals and objectives of the College Core Curriculum Program.
- *Membership drive.* At the kick-off meeting parents and community members should be asked to join the ABC and to pay their membership dues (the amount should be determined by the planning committee). Follow-up contacts will be necessary and can be conducted with the cooperation of all CCC students.
- *Regularly scheduled meetings.* Monthly meetings should be scheduled, usually on a specific day of the month. Information about the meetings should be sent to active and potential members.
- *Selection of ABC officers.* Officers should be selected at an early stage. These officers should meet monthly to plan regular ABC meetings and to supervise ABC activities.
- *Adoption of constitution/bylaws.* Adopting a constitution and bylaws is not crucial, at least not in the beginning. However, the Academic Boosters Club should have a statement of purpose and a long-range development plan.

Ingredients for Long-Term Success

At least three ingredients are needed in order for an ABC to sustain itself. These ingredients are:

- *Communication.* Parents, community members, school staff, and students need to share information, ideas, and successes on a regular basis. All members should feel that they are a part of an important network. Methods of communication can include newsletters, phone calls (telephone tree), press releases to school and community newspapers, special program announcements, and regular meetings.
- *Visibility.* Staff members should encourage ABC members to attend teachers' meetings, orientations, open house, career and college nights, and awards assemblies. The presence of the

ABC members at these functions helps to promote good will and to establish the ABC as an integral part of the school.

- *Participation in the total program.* Academic Boosters Club members should be involved in supporting the school by initiating a variety of activities:

  Monthly seminars can be relevant to both parents and students. Subjects for seminars can include study skills, test-taking techniques, university admissions requirements (including those for Ivy League schools), and academic counseling for athletes.

  Fund-raising activities can promote membership involvement and encourage confidence and community/school spirit. Fund-raising activities might include fashion shows, dances, jog-athons, special luncheons, celebrity sports events, and sale of promotional items (e.g., T-shirts, buttons, spirit towels, belt buckles, and notebooks).

  Planning for the use of funds should be undertaken in cooperation with the school principal and faculty, particularly to be sure that the most critical needs of the students are being addressed. Examples of expenditure items that have been given priority at Banning High School include:

  Partial or full payment of fees for Advanced Placement examinations

  Staff luncheons

  Cost of transportation to cultural events

  Picnics to promote student exchanges

  Incentive awards for students and staff, including certificates, trophies, and medals

  Recognition prizes, such as jackets for seniors demonstrating academic excellence

  Scholarships for summer enrichment programs or for start-up costs at local colleges (textbooks, tuition fees, and so forth)

Planning for the use of funds should be undertaken in cooperation with the school principal and faculty, particularly to be sure that the most critical needs of the students are being addressed.

Determining How to Measure CCC Success

The CCC Program should have an evaluation plan to provide faculty, administrators, parents, and other observers with evidence that the CCC objectives can be accomplished. The first step in the development of an evaluation program is to assemble information about the current program which can be used to demonstrate the need for a CCC Program and as baseline data. The following types of questions may be included in a survey conducted prior to starting a CCC Program:

The first step in the development of an evaluation program is to assemble information about the current program which can be used to demonstrate the need for a CCC Program.

Follow-up with Graduates

How many students go on to four-year colleges or universities, and how many go on to two-year community colleges?
In what courses do they enroll?
Have they been successful? If not, why not?
Are college enrollment rates about the same for all ethnic groups?
How many students received scholarships or other types of financial aid and how much was awarded?
Do nearby university faculty members have suggestions regarding the preparation of your students?

High School Performance of College Students

What high school courses were completed by your graduates who went to college, especially in English, mathematics, and science?
What were the grade point averages (GPAs) of those students?
What were the College Board's *Scholastic Aptitude Test (SAT)* scores for those students?
Did those students receive any special assistance while they were in high school?

Current Profile of the School's Academic Program

What is the enrollment in academic classes?
Are all groups of students equally represented in advanced classes?
How many students take the *Preliminary Scholastic Aptitude Test (PSAT)* and *SAT* and what scores do they receive?
Do the various sections of the same classes cover the same content with similar accomplishment standards?
Do teachers feel that student preparation is inadequate, even for those in college preparatory classes?
If so, which content areas require extra emphasis?

Student Expectations

What are the career goals of students?
Do students expect to go to college?
At which level in which subject areas do they want to enroll?
Do students' expectations correspond with their current high school academic performance?

General School Environment

Are parents and students proud of the school?
Do parents support the academic program as well as they support the athletic and band programs?
Do administrators and teachers believe that the program is effective, particularly for potential college students?
Is discipline or attendance a significant concern?
Do other factors need to be addressed before a CCC Program can be implemented successfully?

Impact of CCC at Banning High School

Administrators of the CCC Program have attempted to increase the number of students who complete the minimum academic (A through F pattern) requirements for entrance to the University of California, particularly students from low-income families and underrepresented minority groups. Since the beginning of the program in 1976, the program has been continually modified and support services have been refined. Thus, although a structured evaluation design was not undertaken, many factors indicate that the program has had a positive impact on students.

Impact on Students[1]

Banning graduates in 1980 completed an average of 20.7 A through F semester courses compared with the average of 16.2 A through F semester courses completed by 1976 college-bound students. The increase in science courses was minimal (3.2 to 3.3), but the increase in English (3.7 to 5.8) and mathematics (2.5 to 4.3) was significant.

The number of 1980 graduates completing all A through F courses with a grade of C or better (66) was more than twice the number of 1976 graduates with that achievement (30).

The *SAT* scores of 1980 graduating seniors increased only slightly when compared to Banning's 1976 college-bound seniors, as noted on the chart here. However, the national and California mean total scores declined in both verbal (7 points) and mathematics (6 points) portions of the test, as did scores for Banning's students as a whole.

Mean *Scholastic Aptitude Test* Scores

Test group	1975-76		1979-80	
	Verbal	Math	Verbal	Math
Nationwide	431	472	424	466
California	430	470	424	472
All Banning seniors[2]	346	387	335	384
Banning college-bound or CCC seniors[3]	374	424	378	437

Source: California Postsecondary Education Commission

[1]The student data were collected by Banning's faculty members in cooperation with staff of the California Postsecondary Education Commission and are reported in detail in *California Participation Among Graduates of the College Core Curriculum at Phineas Banning High School.* Sacramento: California Postsecondary Education Commission, 1982.

[2]Includes scores for 272 seniors in 1975-76 and 276 in 1979-80 who took the *SAT* at any time during their high school years up to the spring quarter of their senior year.

[3]Includes scores for 118 seniors in 1975-76 and 119 in 1979-80.

Although a structured evaluation design was not undertaken, many factors indicate that the program has had a positive impact on students.

The grade point average (GPA) of the 1980 graduates decreased slightly in comparison with the GPA of the 1976 graduates. Cumulative GPAs available for 186 (1980) and 151 (1976) students were 2.75 and 2.95, respectively, or a drop in .2 of a grade point on a four-point scale. This drop may be the result of more students taking more rigorous courses, higher expectations of teachers resulting in "harder" grading practices, or a decline in preparation of participating students.

In 1976 the 153 college-bound graduates planned to attend 35 different colleges or vocational schools. The group represented 21 percent of the 731 graduating seniors. In 1980, 313 students reported plans to attend 55 different postsecondary institutions. This group represented 37 percent of the 845 graduating seniors. This group of 313 students included about one-third who were not College Core Curriculum participants, most of whom planned to attend local community colleges. Because many students change their plans, the California Postsecondary Education Commission evaluation project also attempted to determine actual college attendance by sending a survey to parents of students in both graduating classes and by seeking enrollments and college performance data from the colleges most often attended by Banning's graduates. As the following chart shows, more 1980 graduates than 1976 graduates attended public and independent four-year and two-year colleges.

First-year college performance data for 1976 and 1980 graduates were not available from some of the institutions, and the total

Banning Graduates Attending College

Institution	1976 (47 graduates)	1976 Percent	1980 (87 graduates)	1980 Percent
California State University and Colleges	16	34.0	27	31.0
Independent four-year institutions	10	21.3	16	18.4
University of California	9	19.1	12	13.8
California Community Colleges	5	10.6	15	17.2
Out-of-state four-year college	1	2.1	1	1.2
Other schools/institutions	2	4.2	1	1.2
Total enrolled in post-secondary programs	43		72	
Total attending four-year colleges/universities	36	76.6	56	64.4
Did not attend college	4	8.5	15	17.2

Source: California Postsecondary Education Commission.

number of responses was, therefore, limited. In general, the 1980 graduates, as compared to the 1976 graduates, had a somewhat smaller drop in grade point average (a drop is normal when comparing high school and university GPAs) and had completed a few more credits in mathematics and science.

Overall, these data show that the College Core Curriculum is beginning to have a positive effect on students who desire to enter college.

Articulation Between Banning and Feeder Schools

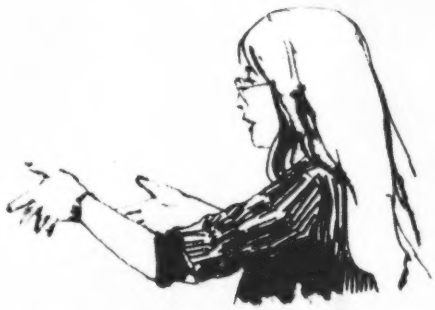
The College Core Curriculum has also resulted in closer relations with the feeder junior high schools. The effort to inform junior high school students about the CCC Program now includes providing for staff in these schools information about the GPAs of junior high school "graduates," along with the number of former junior high school students enrolled in the CCC Program. The feedback is useful in identifying areas of academic weakness which can be given greater emphasis in junior high school classes. The recruitment activities also require closer communication with junior high school counselors and faculty. CCC students are returning to their junior high schools to share their experiences with junior high school students, a valuable means for motivating these younger students and reinforcing the academic commitment of CCC students.

Articulation Between Banning and University Resources

The CCC Program has made more effective use of area university outreach services, since tutors and peer counselors are part of a comprehensive program conducted throughout the year. Banning's teachers have become more aware of college entrance requirements, financial aid opportunities, and deadlines. They are more aware of the need to provide academic counseling in their own classes. Because teachers are increasingly more aware of student needs and goals, they have been more willing to refer students to counselors. The CCC Program has also resulted in more contact between Banning teachers and university faculty who are serving as resource consultants in planning and developing curriculum changes. Students in eleventh grade now have the opportunity to take the English Subject A examination, giving them a direct objective measure of their readiness to do college-level writing.

Cooperation Among Banning Faculty

Teachers in various subject disciplines have initiated joint teaching efforts to enhance student learning. For example, the European history teacher and the studio art teacher collaborate on class presentations. This kind of cooperation helps to give students an awareness of the relationships that exist among the various subjects. Teachers in CCC classes have more homogeneously grouped students and are able to identify special learning needs quickly.



CCC students are returning to their junior high schools to share their experiences with junior high school students, a valuable means for motivating these younger students and reinforcing the academic commitment of CCC students.

Because support services are available, teachers are able to refer students to counselors for assistance or for program changes.

Parent Support and Involvement: The Academic Boosters Club

The CCC has a clear set of goals and expectations. The support services are also designed to augment the curriculum and to assist teachers. These features also enable the counselors and faculty to use parent talents in a well-planned fashion. The Academic Boosters Club has raised funds for scholarships and for teacher minigrants and student incentive awards. Parents have helped to organize school functions and are disseminating a newsletter to all parents of participating CCC students. This involvement also fosters a valuable source of encouragement for the faculty, because parents can keep students "on-task" at home and are more willing to respond when communications among students, parents, and teachers are occasionally needed.

School Environment: A Sense of Pride at Banning

The successes of the CCC Program and the Academic Boosters Club have been publicized in the *Los Angeles Times*, the *Herald Examiner*, and other local newspapers, and a television station has filmed a special segment on the CCC Program. As a result of this publicity and hard work on the part of the staff, Banning High School has been chosen as an academic magnet school by the Los Angeles Unified School District. This level of recognition, while difficult to measure in tangible ways, has created a much more positive climate among faculty, students and parents. Such an environment encourages everyone to work hard to reach an even greater level of accomplishment.

The following comment from a student is perhaps best in summarizing what the CCC Program represents both at Banning High School and more recently at Los Angeles High School:

> *I have been enrolled in CCC for one semester, and so far it has helped me in the following areas: study habits, self-confidence, motivation, and several other areas. I always said to myself that, if he or she can do it, I can do it; and I was right. When first attending CCC classes, I was losing hope in doing work every night; but, when I got adjusted to such conditions, my morale started climbing higher and higher. CCC is for everybody who is willing and able to work instead of sitting at home looking at television or talking on the telephone. Preparing for college is not just getting a high school education but also learning how to tackle life and achieve self-discipline for excellence in your profession. CCC has many benefits. So, if you are planning to be a "somebody" in life, prepare to be in CCC.*
>
> Los Angeles High School Student

Source: California Postsecondary Education Commission.

81-268 (03-0589) 78985-300 11-83 2,500